



## BROCKINGTON ELEMENTARY

413 Brockington Road  
Darlington, South Carolina

<b>Grades</b>	3-5 Elementary School	
<b>Enrollment</b>	460 Students	
<b>Principal</b>	Allison M. Baker	843-398-5095
<b>Superintendent</b>	Dr. Rainey Knight	843-398-5200
<b>Board Chair</b>	Connell Delaine	843-332-2852

# THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2010</b>	<b>Average</b>	<b>Average</b>
2009	Average	Average
2008	Average	Below Average
2007	Average	Below Average
2006	Average	At-Risk

## DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

## SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2009-10 whose 2008-09 test scores were located

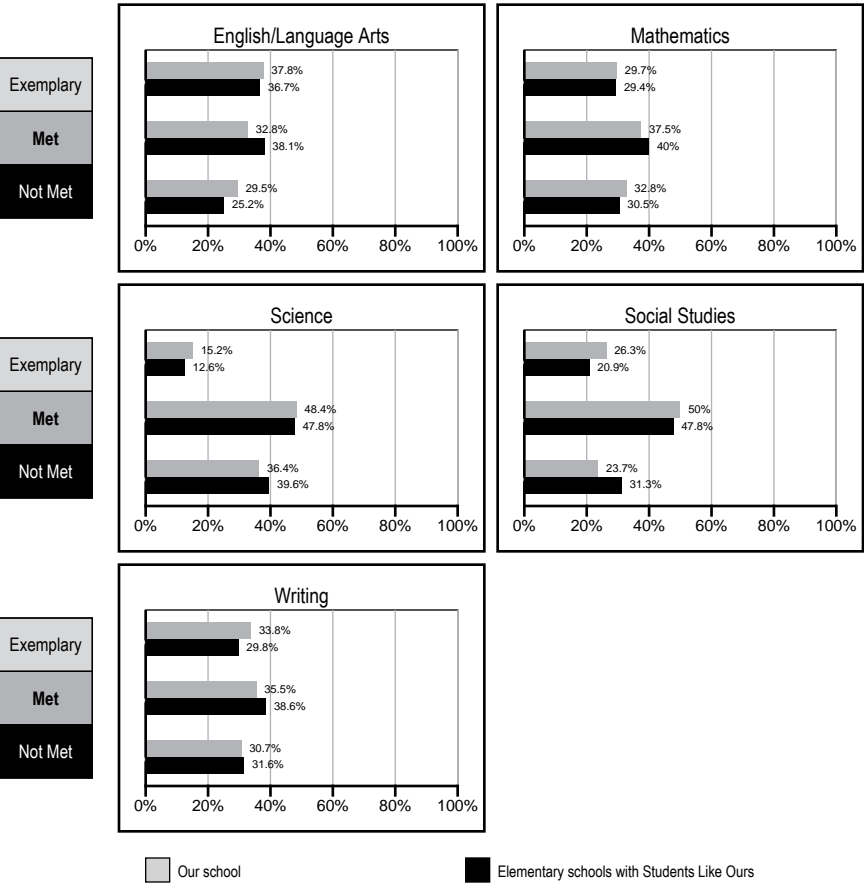
97.6%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
1	19	94	8	0

\* Ratings are calculated with data available by 03/09/2011.

Palmetto Assessment of State Standards (PASS)



\* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

**School Profile**

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
<b>Students (n=460)</b>				
First graders who attended full-day kindergarten	N/R	N/R	100.0%	100.0%
Retention rate	0.4%	Down from 1.1%	1.3%	1.2%
Attendance rate	95.7%	Down from 96.1%	95.7%	96.1%
Eligible for gifted and talented	9.2%	Up from 7.0%	10.6%	11.7%
With disabilities other than speech	10.8%	Down from 12.0%	8.7%	8.0%
Older than usual for grade	1.5%	Down from 1.8%	0.5%	0.4%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=27)</b>				
Teachers with advanced degrees	63.0%	Up from 53.6%	60.0%	60.5%
Continuing contract teachers	88.9%	Up from 85.7%	85.7%	84.6%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	85.8%	Up from 79.3%	87.5%	87.0%
Teacher attendance rate	96.7%	Up from 95.1%	94.9%	95.4%
Average teacher salary*	\$43,237	Up 1.2%	\$47,069	\$47,288
Professional development days/teacher	13.2 days	Up from 11.7 days	10.4 days	10.5 days
<b>School</b>				
Principal's years at school	7.0	Up from 6.0	4.0	4.0
Student-teacher ratio in core subjects	20.3 to 1	Down from 23.1 to 1	19.2 to 1	19.2 to 1
Prime instructional time	91.7%	Up from 90.2%	89.8%	90.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	97.5%	Down from 100.0%	100.0%	100.0%
Character development program	Good	No Change	Excellent	Excellent
Dollars spent per pupil**	\$6,338	Up 7.5%	\$7,482	\$7,548
Percent of expenditures for instruction**	65.1%	Down from 67.7%	67.6%	68.7%
Percent of expenditures for teacher salaries**	56.7%	Down from 60.5%	64.4%	65.1%

\* Includes current year teachers contracted for 185 or more days.

\*\* Prior year audited financial data are reported.

**Abbreviations for Missing Data**

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## Report of Principal and School Improvement Council

Brockington Elementary Magnet School for Science and Technology truly embraced their mission to "Build Educated Minds Successfully for Students and Teachers" during 2009-2010 as the school underwent a major construction project. The Title I site made contingency plans to safely run for the school term as construction of new facilities occurred on every corner of the school grounds. Through collaboration with district staff, construction personnel, parents, the school faculty, and students, the entire school community enjoyed a productive year.

Academically, the school focused intensive efforts on the Language Arts program and also on mathematics. Kagan's Cooperative Learning Structures were observed daily in all classrooms, which made learning more engaging for students. Additionally, school personnel that taught language arts received professional development that supports a school-wide writing model. The school embarked on the implementation of Literacy Workstations in all language arts classrooms during 2009-2010 as a part of the district's Balanced Literacy Model. To further support this implementation, six classrooms received desktop labs, enabling students to have greater access to instructional software. To further assist struggling readers at each grade level, interventionists used the Soar to Success Reading Program to work on essential skills. These students were identified by using Measures of Academic Progress (MAP) data and also PASS 2009 data at the fourth and fifth grade levels. Teachers continued to focus on the use of MAP data to set goals with students and structured lessons to address learning needs. Appropriate personnel also participated in two sessions of Math Solutions professional development, in efforts to strengthen teaching and learning of Number Sense and Problem Solving. The students of Brockington enjoyed unique learning opportunities throughout the year, including field trips to Charleston, Camp Bob Cooper, Myrtle Beach, and Atlanta. A special trip to a local skating rink was taken to celebrate those students who made the honor rolls for the first and second nine weeks.

The school community continued to support the school's character initiative, "Eagle Eyes – We Know Character When We See It." Teachers embedded character education into lessons and implemented team-building and class-building exercises into weekly plans. Student celebrations were held monthly to acknowledge good behavior and citizenship, and the school again enjoyed year-end incentive trips.

Brockington's PARTNERS Plan kept the school focused on building relationships with families and the local community. A drive-through breakfast and other special events allowed the school to share vital information with our parents at large. Additionally, the school enjoyed an ongoing Business Partnership with BILO and benefitted from a grant from the Corporation for \$3100. As the school year ended, SIC Chairman, Nancy Fender, and Principal, Allison Baker, met to make plans for 2010-2011.

Nancy Fender, SIC Chair  
Allison Baker, Principal

## Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	32	145	91
Percent satisfied with learning environment	93.8%	75.9%	88.9%
Percent satisfied with social and physical environment	87.5%	51.0%	81.3%
Percent satisfied with school-home relations	93.8%	86.2%	84.3%

\* Only students at the highest elementary school grade level and their parents were included.

## Abbreviations for Missing Data

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School Adequate Yearly Progress	NO
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This school met 20 out of 21 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status	RP
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School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance		
	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	1.1%	1.9%
Classes in high poverty schools not taught by highly qualified teachers	1.3%	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	95.7%	94.0%*	Yes

\* Or greater than last year

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

All Students	462	99.4	29.5	32.8	37.7	83.5	79.8	83.5	Yes	Yes
Gender										
Male	233	99.1	36	31.8	32.2	79.9	76.4	80.1	N/A	N/A
Female	229	99.6	22.9	33.8	43.3	87.1	83.3	87	N/A	N/A
Racial/Ethnic Group										
White	190	99.5	22.2	28.9	48.9	87.8	87.6	89.6	Yes	Yes
African American	265	99.3	35.7	35.7	28.6	79.8	74	74.6	Yes	Yes
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	93.3	92.7	I/S	I/S
Hispanic	5	I/S	I/S	I/S	I/S	I/S	78.6	79.6	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	85.1	I/S	I/S
Disability Status										
Disabled	53	96.2	66	26	8	64	50.5	51.7	Yes	Yes
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	69.5	N/A	N/A
English Proficiency										
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	78.8	79	I/S	I/S
Socio-Economic Status										
Subsidized meals	346	99.1	35.5	34.2	30.3	79	75.1	76.9	Yes	Yes

Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

All Students	462	100	32.5	37.7	29.7	77.1	77.1	80.4	Yes	Yes
Gender										
Male	233	100	35.5	33.6	30.8	74.8	75.2	78.4	N/A	N/A
Female	229	100	29.5	41.9	28.6	79.5	79	82.5	N/A	N/A
Racial/Ethnic Group										
White	190	100	25	33.9	41.1	85	85.8	87.8	Yes	Yes
African American	265	100	38.7	40.8	20.6	71	70.6	69.3	Yes	Yes
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	93.3	93.5	I/S	I/S
Hispanic	5	I/S	I/S	I/S	I/S	I/S	77.1	78.3	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	83.2	I/S	I/S
Disability Status										
Disabled	53	100	68	24	8	38	43.8	46.1	No	Yes
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	71.4	N/A	N/A
English Proficiency										
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	77.3	78.9	I/S	I/S
Socio-Economic Status										
Subsidized meals	346	100	39.4	39	21.6	71.6	72	72.8	Yes	Yes

\* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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**PASS Performance By Group**

	Enrolment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
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**Science**

All Students	310	98.1	35.5	49.3	15.2	64.5	64.5	67.3
<b>Gender</b>								
Male	159	98.7	41.1	40.4	18.5	58.9	63.5	66.9
Female	151	97.4	29.4	58.8	11.8	70.6	65.6	67.7
<b>Racial/Ethnic Group</b>								
White	129	99.2	24.2	50.8	25	75.8	79.2	79.6
African American	178	97.2	43.8	48.1	8.1	56.3	53.7	49.7
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	81.8	84.4
Hispanic	3	I/S	I/S	I/S	I/S	I/S	63.3	59.4
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	69.5
<b>Disability Status</b>								
Disabled	36	91.7	N/A	N/A	N/A	31.3	31.1	33.8
<b>Migrant Status</b>								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	36.5
<b>English Proficiency</b>								
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	66	58.6
<b>Socio-Economic Status</b>								
Subsidized meals	232	97.4	45.1	46.6	8.3	54.9	56.5	55.4

**Social Studies**

All Students	308	100	23.6	50.4	26.1	76.4	69.5	70.9
<b>Gender</b>								
Male	151	100	25.5	46.7	27.7	74.5	68.6	70.1
Female	157	100	21.7	53.8	24.5	78.3	70.5	71.7
<b>Racial/Ethnic Group</b>								
White	122	100	20.7	45.7	33.6	79.3	79.7	79.2
African American	182	100	26.3	53.8	20	73.8	62.1	58.4
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	I/S	86.8
Hispanic	2	I/S	I/S	I/S	I/S	I/S	68.2	68
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	71.2
<b>Disability Status</b>								
Disabled	34	100	51.6	45.2	3.2	48.4	38.8	39.3
<b>Migrant Status</b>								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	55
<b>English Proficiency</b>								
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	67.5	68
<b>Socio-Economic Status</b>								
Subsidized meals	234	100	29.5	52.7	17.9	70.5	63.5	60.8

Abbreviations for Missing Data

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N/AV–Not Available

N/C–Not Collected

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I/S–Insufficient Sample

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	465	99.4	30.7	35.5	33.8	69.3	65.2	72.1	95.7	95.5
Gender										
Male	236	99.6	39.7	31.8	28.5	60.3	58.3	65.2	95.1	95.2
Female	229	99.1	21.5	39.2	39.2	78.5	72.4	79.2	96.3	95.8
Racial/Ethnic Group										
White	189	98.9	24.2	33.1	42.7	75.8	76.2	80.8	95.1	94.9
African American	269	99.6	36	37.2	26.8	64	57.1	59.7	96	95.9
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	87.5	87	N/A	96.7
Hispanic	5	I/S	I/S	I/S	I/S	I/S	61.6	64.6	96.4	96.7
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	73.4	95.6	94.7
Disability Status										
Disabled	54	94.4	79.2	16.7	4.2	20.8	20.5	27.7	93.1	94.1
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	63.5	N/A	98.1
English Proficiency										
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	61.8	63.7	96.4	97.1
Socio-Economic Status										
Subsidized meals	349	99.4	38.5	35.3	26.2	61.5	58.3	61.9	95.3	95.2

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	161	100	28.4	29.7	41.9	71.6
	4	163	98.8	32.5	41.1	26.5	67.5
	5	149	100	23	46.7	30.4	77
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	153	99.4	29.3	24.3	46.4	70.7
	4	154	98.7	27.1	33.6	39.3	72.9
	5	155	100	31.9	40.3	27.8	68.1
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Mathematics							
2009	3	161	100	31.8	38.5	29.7	68.2
	4	163	98.8	21.9	58.9	19.2	78.1
	5	149	100	42.2	36.3	21.5	57.8
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	153	100	35.7	26.4	37.9	64.3
	4	154	100	23.6	50.7	25.7	76.4
	5	155	100	38.2	36.1	25.7	61.8
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Science							
2009	3	82	97.6	34.2	46.6	19.2	65.8
	4	163	98.8	38.4	55	6.6	61.6
	5	77	100	44.3	44.3	11.4	55.7
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	78	97.4	39.7	37	23.3	60.3
	4	154	100	29.3	55.7	15	70.7
	5	78	94.9	43.5	49.3	7.2	56.5
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2009	3	79	100	13.7	49.3	37	86.3
	4	163	98.8	15.2	60.9	23.8	84.8
	5	72	97.2	20.6	58.7	20.6	79.4
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	77	100	30.9	45.6	23.5	69.1
	4	154	100	16.4	53.6	30	83.6
	5	77	100	30.6	48.6	20.8	69.4
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Writing							
2009	3	161	98.1	39.5	21.1	39.5	60.5
	4	162	98.8	45.7	33.8	20.5	54.3
	5	149	98	35.3	39.8	24.8	64.7
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	154	98.1	31.2	31.9	37	68.8
	4	155	100	29.3	33.6	37.1	70.7
	5	156	100	31.7	40.7	27.6	68.3
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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